Welcome Remarks
Associate Provost Jabbar Bennett opened the meeting with a welcome and thanked everyone who submitted UDC priorities for consideration for the 2016-17 academic year. If you have not already done so, please submit your priorities to Theresa Bratanch (theresab@northwestern.edu) for inclusion in our April, working group meeting.

Student Demands
Jabbar asked the Council for their thoughts on the list of Northwestern student demands that were sent to President Schapiro on November 27, 2015, and what Council members know about our students and their experiences. Wherever the support and push for the students to come forward stems from, their passion and desire is very real. Immediately following this UDC meeting a meeting was scheduled to take place with a small group of students and administrators to continue the discussion of these demands. Jabbar asked the Council for their advice in engaging student who are skeptical of the administration.

Financial Aid. Although Council members have seen student diversity grow, there is a lack of financial aid for study abroad students and there is a significant amount of work to be done in this area to create more equity.
Cathy Grimsted asked what Northwestern’s policy is for undocumented students and financial aid and requested we be more explicit about this. Dan Linzer responded that it is our policy to admit need-blind and once the offer is accepted a student is packaged for financial aid. Although undocumented students do not get federal funding, we still have an obligation to provide need-based financial aid.
Reactive and Incident-Driven Responses. E. Patrick Johnson mentioned that there still remains the feeling that Northwestern is reactive and incident-driven, not proactive. There are teach-ins and other programming when there is an incident, but it soon dissipates. We are at a moment where Northwestern can be proactive, set policy, and have a culture shift. Dan responded that a challenge he has found in previous campus-wide discussions with students has been that students don’t realize that recent initiatives came from previous recommendations. The Diversity & Inclusion Timeline was created to show when things were put in place, and a lot of these initiatives have been proactive (such as the creation of Campus Inclusion and Community, Student Enrichment Services, etc.). Dan is interested in ideas on how to communicate these proactive initiatives more effectively to students.

Collaboration with Students. Ann Bradlow said her reaction to the demands was that this is a starting point for something that can be a collaborative process. Some of the student demands seem complicated, but this can be taken as a moment to sit down with the students in dialogue. Jabbar responded that students have expressed frustration with meetings and fora as a response and administrators are being thoughtful in how to best move forward.

Curricular Change. Frances Aparicio mentioned being surprised when she saw the demand about the social inequalities and diversities requirement because there has been a great deal of progress made on this and the Weinberg College of Arts and Sciences (WCAS) has developed courses to specifically meet this requirement. Students have wanted the requirement to remain US-focused, but WCAS faculty feel strongly about shifting it to an international focus. Ann Bradlow pointed out that this situation points to the complications of making curricular changes. Dan included that students are listened to, though there is not always agreement. Faculty have a responsibility to determine the curriculum in their schools and that if this were to be centralized it would go against how we are currently structured. The progress of where each school currently stands with diversity course offerings can be viewed on the Inclusive Northwestern website.

Effective Communication. Jabbar had the chance to address graduate students on a panel with The Graduate School (TGS) deans, and asked about the best way to reach them. They responded that email is not effective, but did not provide an alternative. The UDC does have student representation and it is hoped that the new (Associated Student Government Vice President for accessibility and inclusion can be helpful with communicating to students. Lindsay Chase-Lansdale said she was struck by students’ pain that was expressed during the Community Dialogue in November. Students want to be heard and Lindsay asked the Council to consider how we can empower them.

Addressing Northwestern's History. Lesley-Ann Brown-Henderson mentioned a model of campus climate that encourages transparency and addressing our history of disclusion. The University of Mississippi talks about their history frankly and transparently as a way to
address and reconcile their past. This is a challenge for Northwestern and a lot of community members feel pain from their experiences here and they haven’t had a chance to heal. We have an opportunity to take ownership of our past. The 50th anniversary of the Bursar Office Takeover could be an opportunity.

Rick McGee agreed with Lesley-Ann and asked how we can provide support for healing. Alecia Wartowski suggested that there may be an opportunity to engage with individuals with privileged identities to create an understanding as to why a certain space or place is significant. Those with privileged identities should be self-taught and it should not be the responsibility of marginalized individuals to do this work.

**Faculty Diversity.** Alison May noted that there is agreement that we need more faculty of color and inquired as to whether various policies and layers have prevented us from making progress in this area.

Dan responded that Lindsay and Jabbar are working on faculty hiring. There has been a positive response from departments about increasing the diversity of their faculty and there have been numerous requests for Lindsay and Jabbar to visit departments. Now there is a need for resources, and Lindsay’s office is currently working on securing these.

**Culture.** Pam Beemer informed the group that the Performance Excellence (PEX) process is currently undergoing a review. Her office is thinking about how we enculturate employees when they start and noted that there is a lot of work to do in this space.

Anise Wiley-Little added that ‘inclusion’ is not specifically spelled out in the PEX process and believes that there will be behavioral changes once this becomes clearer.

**Underrepresented Minorities (URMs) and Science, Technology, Engineering and Math (STEM).** Marina Micari referenced the work that departments and the Searle Center for Advancing Learning and Teaching have been doing in regards to work in the classroom and the teaching being done. It was suggested that demand #8, regarding the lack of URM retention in STEM, be addressed in tandem with this work.

Jabbar suggested a task force be formed to look at what happens to URM students who intend to or begin majoring in STEM and pre-med, but eventually switch majors.

**Racial and Ethnic Makeup of Incoming Class.** The current incoming class is 9% black, and both campuses have seen an increase in every racial and ethnic category in applications this year. There has also been a steady increase in Pell-eligible and international students.

**Students’ Perception of Administration.** North by Northwestern published coverage on the Martin Luther King (MLK) Jr. Commemoration activities which was overwhelmingly positive, but included comments suggesting the administration not being totally collaborative or cooperative. Where are these sentiments coming from?

There was an op-ed published in The Daily Northwestern as a response to President Schapiro’s comments on the use of John Evans’ name. The op-ed mentioned that Norris staff sought input from the Native American and Indigenous Student Alliance (NAISA) on renaming the Evans Room but this was ultimately not done and assumed to be blocked by
the administration. Patricia Telles-Irvin added that the Native American Inclusion and Outreach Task Force has recommended that Joan Evans name be removed, and Dan and the Task Force co-chairs will be meeting with students to follow-up on this point. Dan included that the Native American Leadership Council was asked during their inaugural visit in spring 2015 for their views on the removal of Evans’ name, and they could not come to a decisive conclusion. Monica Russel y Rodriguez suggested that because Evans’ name appears all around campus there could be opportunities to parse it more carefully.

Next Steps. Monica suggested the demands be categorized and working groups created. Patricia responded that there is still further exploration to do. Jabbar is currently thinking about the future structure of the UDC and its wide representation. Patricia and Jabbar have been trying to determine baseline needs of students to see what their perceptions are and what support they need.

President Schapiro Op-Ed in Washington Post
Jabbar informed the group of a recent op-ed published in The Washington Post by President Schapiro and asked for their comments on the article and the online comments it has generated. The article was sent to the Board of Trustees and alumni groups.

E. Patrick Johnson saw the comments as knee-jerk reactions from individuals who do not understand the lived experiences of black students and the history of our Black House.

Jabbar encouraged the group to ask students their thoughts on the President’s article.

It was asked what prompted President Schapiro to write the article. Members responded that it was possibly his reflection on what is happening on our campus, but also in hopes of creating a national dialogue. He attended a meeting of Consortium of Financing Higher Education (COFHE) presidents and the conversation revolved around race on campus.

Other
April will be a working meeting to address priorities for the next academic year. Please continue to send your priorities to Theresa Bratanch (theresab@northwestern.edu).